Grade 5 Mathematics Task Specific Rubric

	4	3	2	1
Problem Solving and Reasoning	-Shows a thorough understanding of the task and fraction concepts connected within the task. -Shows a thorough understanding of the relationship of each vegetable to the whole garden.(determining a common denominator and simplification of fractions) -Adapts and extends one or more efficient strategies that lead to a correct solution -Uses correct reasoning and justification and achieves a correct and reasonable answer with a precise and thorough explanation and justification for the solution/outcome. Uses a systematic approach to solve the task, solving the vegetable fractional relations, the combinations of ½ or other fractional combinations of ½ with simplifications and relationships to other mathematical representations.	-Shows an understanding of the task and fraction concepts. -Shows an understanding of the relationship of each vegetable to the whole garden.(determining a common denominator) -Develops and applies an appropriate strategy to solve the task that leads to a correct solution. -Uses correct reasoning and justification and achieves a correct and reasonable answer(possibly with minor mistakes) -Uses a systematic approach to solve the task, solving the vegetable fractional relations, the combinations of ½ or other fractional combinations of ½.	-Provides a partial solution related to the task. - Shows partial understanding to determine the fractional value of each vegetable in the garden. -Chooses a strategy to determine and compare vegetables that leads to a partial solution. -Uses some correct reasoning and justification to the vegetable fractional relations, the combinations of ½ or other fractional combinations of ½.	-Provides no solution related to the task. -Shows no attempt to determine the fractional value of each vegetable in the garden. -Chooses a strategy to determine and compare vegetables that does not does not match the task and does not lead to a solution -Provides no correct reasoning or justification to the fractional relations, the vegetable combinations to ½ or other fractional combinations.

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Representations and Connections	representation of the fraction concepts related to the task to record information that shows a solution to the task. -Explicit connections between the size of the whole garden and each vegetable fraction are used to solve the task. Making a strong connection using representations to show combining, simplifying, and relating to other mathematical concepts and patterns.	representation of the fraction related to the whole garden and to the task. -Some connections between the size of the whole garden and each vegetable fraction are used to solve the task. -Makes an accurate connection between the fractional parts(the veggies) and the whole garden to other mathematical concepts.	representation of the fraction related to the whole garden and to the task, however may be partial, unclear, or inaccurate. -Some connections between the size of the whole garden and each vegetable fraction is partially correct. -Makes a weak connection between fraction concepts and other mathematical concepts.	the garden as a model to support their thinking of fraction concepts and each vegetable's fractional part to the whole garden. -Makes no connections between fractions concepts
Communication	-Uses accurate drawings of fractional models, precise mathematical language, and mathematical symbols to clearly communicate process and thinking	-Communicates process of thinking in a sequential, coherent way using fraction models, mathematical language, or symbols	-Provides a partial communication of process or thinking using a model(s) of fraction, mathematical language, or symbols	-Shows little or no communication of process or thinking. Pictures, words, or symbols, if present, are mathematically inaccurate.